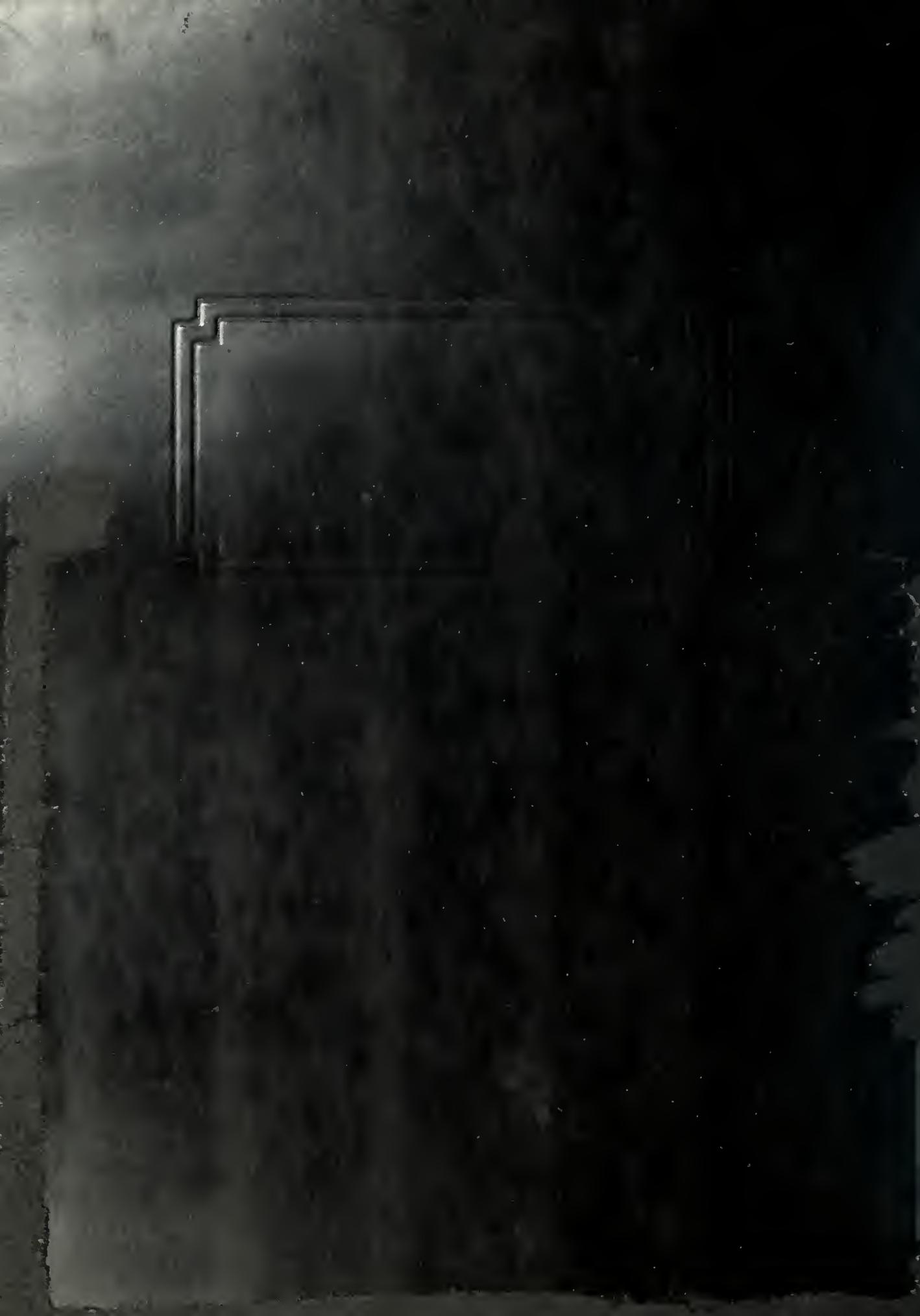


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BUSINESS EDUCATION CURRICULUM GUIDE

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CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.



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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
 - 11.1 Record Keeping 10
 - 11.2 Business Calculation 20
 - 11.3 Business Communication 20
 - 11.4 Dicta Typing 20
 - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

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PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,
2. Skills for immediate job entry, and
3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.
2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the student's ability to apply the concept in a variety of circumstances and in an appropriate manner.
3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.
4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.
5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

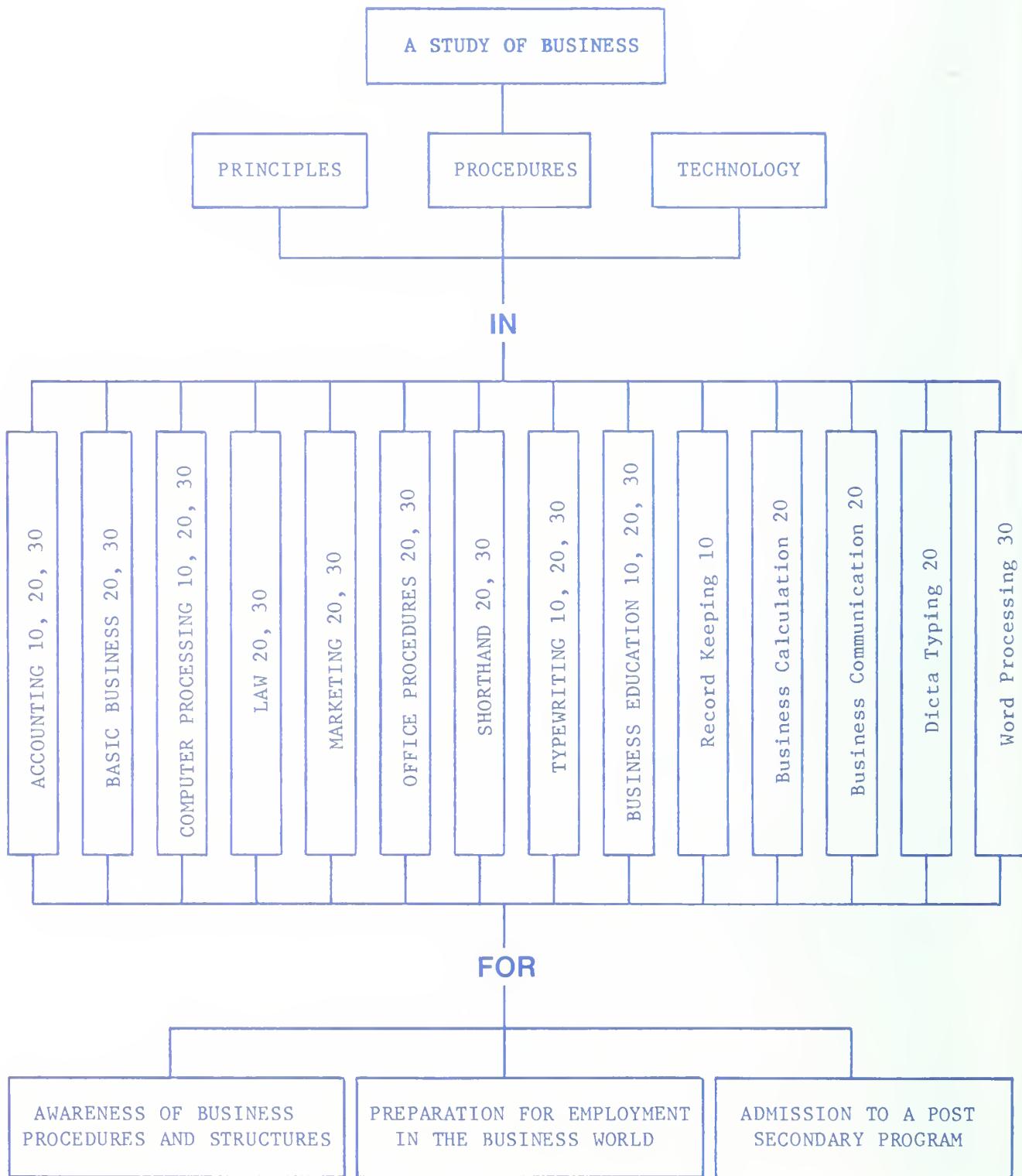
PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.
2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
4. To develop acceptable communication and interpersonal skills.
5. To develop the thinking strategies and problem-solving abilities of students.
6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.
8. To provide for a general understanding of business and the development of skills for personal use.
9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.
10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.¹

Maximum Credits			
<u>13</u>	1501 Accounting 10 (3)(5)	2501 Accounting 20 (3)(5)	3500 Accounting 30 (5)
<u>15</u> ³	1527 Computer Processing 10 (3)(5)	2527 Computer Processing 20 ² (3)(5)	3527 Computer Processing 30 (3)(5)
<u>10</u>		2541 Basic Business 20 (3)(5)	3541 Basic Business 30 (3)(5)
<u>30</u>	1542 Business Education 10 (3)(5)(10)	2542 Business Education 20 (3)(5)(10)	3542 Business Education 30 (3)(5)(10)
<u>3</u>	1550 Record Keeping 10	2566 Dicta Typing 20 (3)	
<u>3</u>		2565 Typewriting 20 (3)(5)	3565 Typewriting 30 (5)
<u>15</u>	*1565 Typewriting 10 (3)(5)		3567 Word Processing 30 (3)
<u>3</u>		2555 Shorthand 20 (3)(5)	3555 Shorthand 30 (3)(5)
<u>10</u>		2545 Office Procedures 20 (3)(5)	3545 Office Procedures 30 (3)(5)
<u>3</u>		2543 Business Communication 20 (3)	
<u>3</u>		2544 Business Calculation 20 (3)	
<u>10</u>		2430 Law 20 (3)(5)	3430 Law 30 (3)(5)
<u>10</u>		2540 Marketing 20 (3)(5)	3540 Marketing 30 (3)(5)

¹ Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

2 Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

3 A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30	5. Marketing 20 and 30
2. Basic Business 20 and 30	6. Office Procedures 20 and 30
3. Computer Processing 10, 20, and 30	7. Typewriting 10, 20, and 30
4. Law 20 and 30	8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	-	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	-	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	-	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	-	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	-	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING		(10)* BASIC BUSINESS		(15)* COMPUTER PROCESSING		(10)* LAW	
C 1 Basic Accounting Concepts		BB 20	C 1 Canadian Business	C 1 Computer Information Systems		LW 20	C 1 Nature of Law and the Civil Law System
C 2 Journalizing and Posting			C 2 Consumer Credit	E 2 Overview of Software			C 2 Contract Law
C 3 Completing the Accounting Cycle		BB 30	C 3 Insurance	E 3 Applications Data Entry		LW 30	C 3 Family Law
C 4 Merchandise Accounting			C 4 Economic Concepts	E 4 Applications Word Processing			C 4 Basic Rights and Responsibilities
C 5 End-of-Year Adjustments & 8-Column Worksheets		ELECTIVE	C 5 Small Business Management I	E 5 Applications Computer Simulations		ELECTIVE	C 5 Labour Law
E 6 Optional Accounting Tasks			C 6 Management Techniques	E 6 Applications Data Base			C 6 Property Law
E 7 Voucher System and End-of-Year Adjustments		ELECTIVE	E 7 Personal Financial Planning	E 7 Applications Electronic Spread Sheet		ELECTIVE	E 7 Criminal Justice System
E 8 Departmentalized Tasks			E 8 Small Business Management II (Simulation)	E 8 Overview of Introductory Programming Language			E 8 Consumer Law
E 9 Partnership and Corporation Accounting		ELECTIVE		E 9 Fundamentals of Input/Output		ELECTIVE	E 9 Tort Law
E 10 Cost Accounting				E 10 Introduction to Advanced Computer Programming Techniques			E 10 Controversial Issues
E 11 Financial Analysis		ELECTIVE		E 11 Advanced Computer Programming Techniques			
E 12 Accounting Simulation I				E 12 Extended Programming Project			
E 13 Accounting Simulation II Computerized Accounting		ELECTIVE		E 13 Introduction to Second Programming Language			
				E 14 Applications in Second Programming Language			
		ELECTIVE		E 15 Extended Project in Second Programming Language			
				E 16 Graphics			
		ELECTIVE		E 17 Systems Analysis and Program Development			
				E 18 Machine/Assembly Language			

(10)* MARKETING		(10)* OFFICE PROCEDURES		(10)* SHORTHAND		(15)* TYPEWRITING	
MK 20	C 1 World of Marketing		C 1. Structure of the Business Office	C 1. Shorthand Theory 1		C 1 Keyboarding	
	C 2 Advertising and Sales Promotion		E 2 Personnel in the Business Office	C 2 Shorthand Theory 2		C 2 Keyboarding, Centering and Tabulation	
	C 3 Distribution of Goods and Services		E 3 Business Communication	C 3 Shorthand Theory 3		C 3 Letters and Essays	
MK 30	C 4 Marketing Research		E 4 Records Management	E 4 Shorthand Theory, Dictation & Transcription 1		C 4 Reports	
	C 5 Pricing and Financial Activities		E 5 Information Processing	E 5 Shorthand Theory, Dictation & Transcription 2		C 5 Letters & Tables	
	C 6 Selling		E 6 Clerical Routines	E 6 Speed & Transcription Skill Building 1		C 6 Manuscripts	
ELECTIVE	E 7 Display		E 7 Secretarial Routines	E 7 Speed & Transcription Skill Building 2		C 7 Tables, Business Forms & Financial Reports	
	E 8 Purchasing & Controlling Merchandise		E 8 Office Specialties I	E 8 Speed & Transcription Skill Building 3		C 8 Business Correspondence	
			E 9 Office Specialties II	E 9 Speed & Transcription Skill Building 4		E 9 Specialized Prod. Applications	
		ELECTIVE	E 10 Office Simulation	E 10 Speed & Transcription Skill Building 5		E 10 Production Projects & Review	
						E 11 Professional Applications I	
						E 12 Professional Applications II	
						E 13 Simulation I	
						E 14 Simulation II	

OPTIONAL

OPTIONAL
Subject to restrictions noted in the curriculum guides, these optional modules may be used to enhance the subject strand courses.

- 1 Record Keeping 1
- 2 Record Keeping 2
- 3 Record Keeping 3
- 4 Business Calculation 1
- 5 Business Calculation 2
- 6 Business Calculation 3
- 7 Business Communication — Development
- 8 Business Communication — Practice
- 9 Business Communication — Integration
- 10 Business Research Project
- 11 Goal Setting and Career Development
- 12 Dicta Typing 1
- 13 Dicta Typing 2
- 14 Word Processing 1
- 15 Word Processing 2
- 16 Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1 C 2 Record Keeping 2 C 3 Record Keeping 3	C 1 Business Calculation 1 C 2 Business Calculation 2 C 3 Business Calculation 3	C 1 Business Communication — Development C 2 Business Communication — Practice C 3 Business Communication — Integration
(3)* DICTA TYPING 20		(3)* WORD PROCESSING 30
C 1 Dicta Typing 1 C 2 Dicta Typing 2 C 3 Business Simulation	C 1 Word Processing 1 C 2 Word Processing 2 C 3 Business Simulation	

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30
Modules from any of the 8 subject strands, and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

*Refers to maximum credits available.

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

LAW 20-30

Introduction

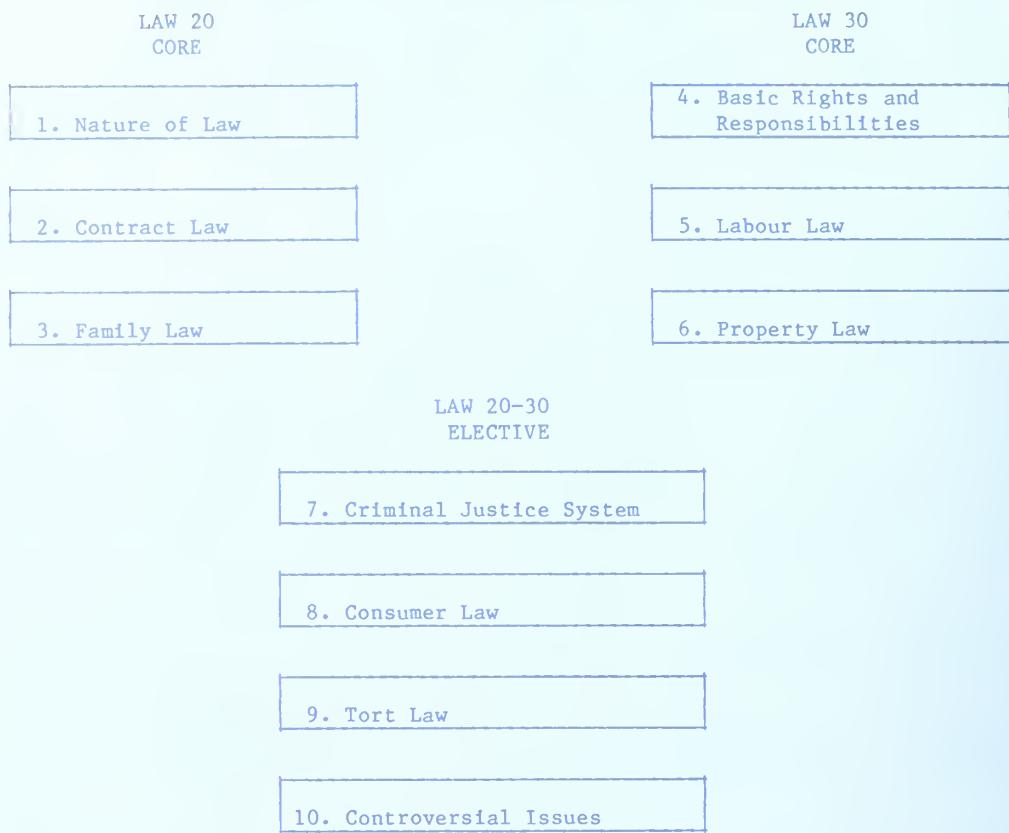
Law 20-30 is designed to promote a student's appreciation and understanding of the legal systems and relevant laws which regulate personal interactions and business-related activities. Through analysis of actual cases, the student will develop analytical reasoning skills and an awareness of the legal issues and legal procedures with which a citizen and employee must deal.

Objectives

The student will:

1. Develop a knowledge and understanding of the growth of our legal system and the courts which administer its principles.
2. Develop an understanding of the fundamental principles, terminology and structure of civil and criminal law.
3. Recognize the rights and responsibilities of the individual and the relationship that these have on society.
4. Develop tolerance and maturity in the critical analysis of our legal system.
5. Identify and use opportunities to apply logical thinking and good judgement in applying legal principles to business and personal problems.
6. Identify the rights and responsibilities of the parties to various types of contracts.
7. Investigate and apply the laws governing common consumer transactions.
8. Examine laws relating to employment and the bargaining process.
9. Study the laws related to the family unit.
10. Study the laws related to the rights and responsibilities of renting or owning real property.

FLOWCHART OF MODULES



Notes On Course Implementation

The Law subject strand is composed of 10 modules. Law 20 may be offered for 3 or 5 credits. Law 30 may also be offered for 3 or 5 credits.

Three modules are designated core for the 20 level, three are designated as core at the 30 level. Additional modules to form 5-credit courses may be selected from the elective Law modules, or from the Optional strand.

Modules from the Optional strand which are recommended for integration into the law program are:

Module 10. Business Research Project
16. Business Simulation

Refer to individual modules for further information regarding equipment requirements or prerequisites.

MODULE 1: NATURE OF LAW AND CIVIL LAW SYSTEM

Status: Core -- Law 20

Purpose: To study and evaluate the foundations of the Canadian legal system.

TOPIC	LEARNING TASKS	TEACHING NOTES
Origin of Law	<p>The student will:</p> <p>identify various historical influences on Canadian law</p> <p>recognize the influence of:</p> <ul style="list-style-type: none"> - common law - law of equity 	<p>Hammurabi → repatriation of Canada's Constitution</p>
Rule of Law	<p>explain the importance of the Rule of Precedent in our common law system</p> <p>compare the concepts of justice in past and present societies</p> <p>discuss the necessity for citizens to accept the need for law</p> <p>discuss the relationship of law to morality and current social values</p> <p>discuss the application of law with respect to individuals, businesses, and governments</p> <p>discuss the rights of the citizen to:</p> <ul style="list-style-type: none"> - a day in court - right to trial - right to appeal 	<p>Donoghue vs. Stevenson (1932) research cases which have established precedents</p> <p>newspaper articles, magazines</p>
Classification of Law	<p>distinguish between:</p> <ul style="list-style-type: none"> - international and domestic law - substantive and procedural law - common and statute law <p>identify areas of:</p> <ul style="list-style-type: none"> - private law - public (civil) <p>give examples of codified law</p>	<p>contract, tort, family, property, consumer, labor constitutional, administrative, criminal, taxation</p> <p>Quebec's Civil Code, statute law, criminal law</p>

MODULE 2: CONTRACT LAW

Status: Core -- Law 20

Purpose: To identify the rights and responsibilities of the parties to various types of contracts.

TOPIC	LEARNING TASKS	TEACHING NOTES
Nature of Contracts	<p>The student will:</p> <p>define a contract</p> <p>explain the distinction between enforceable legal agreements and agreements of a social nature</p> <p>identify the essential elements of a contract</p> <p>explain the differences between simple and specialty contracts</p> <p>review the types of contracts defined under the Statute of Frauds</p>	<p>An agreement enforceable at law.</p> <p>The intent of the parties to create legal obligations</p> <p>a) offer and acceptance b) consideration c) capacity d) genuineness e) legal purpose</p> <p>sale of land, guarantees</p>
Offer and Acceptance	<p>identify and describe the principles of offer and acceptance</p>	<p>analyse case studies</p>
Consideration	<p>define and provide examples of the various forms of consideration</p> <p>explain consideration as it relates to simple, specialty contracts, and special cases</p>	<p>Consideration: the values that the parties exchange that induce them to be bound</p> <p>specialty contracts past consideration pledges</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Legal Capacity	<p>explain why the law places restrictions on the ability of some groups or individuals to enter into contracts</p> <p>analyse the restrictions and/or protection offered to various groups or individuals</p>	<p>Examples of persons with limited capacity:</p> <ul style="list-style-type: none"> a) minors b) intoxicated persons c) mentally incompetent d) Canadian native peoples <p>case studies</p>
Genuineness of Consent	<p>explain the effect of various forms of consent on contractual agreements</p> <p>outline the legal remedies or options available to the "injured" parties</p> <p>analyse the influence of consumer protection legislation upon the principle of "caveat emptor"</p>	<ul style="list-style-type: none"> a) innocent misrepresentation b) fraud c) mistake d) duress e) undue influence <p>Fair Trade Practices Act Direct Sale Cancellation Act</p>
Legal Purpose	<p>identify the legal purpose of a contract and recognize illegal or unenforceable contracts</p> <p>discuss why various purposes are deemed illegal</p>	<p>Contracts are <u>NOT</u> enforceable if the object is against established law or public policy</p>
Assignment of Rights and Obligations	<p>summarize the basic rules relating to the transfer of rights and obligations</p>	<p>You can assign a right but not an obligation.</p> <ul style="list-style-type: none"> a) Assignment must be in writing b) Debtor must be notified c) Cannot increase debtor's obligations
Limitation of Actions	<p>describe the limitation period that applies to various forms of contracts</p> <p>explain the conditions under which an outlawed contract may be enforced</p> <p>contrast the limitation periods that apply to contractual situations with those that apply to criminal situations</p>	<p>acknowledgement promise to pay partial payment</p>

MODULE 3: FAMILY LAW

Status: Core -- Law 20

Purpose: To study the laws related to the family unit, including the role of children and distribution of estate property.

TOPIC	LEARNING TASKS	TEACHING NOTES
The Family Unit in Law	<p>The student will:</p> <p>discuss why family relationships are controlled through law</p>	family as basic social unit legitimacy of children property rights common-law relationships
Marriage	<p>compare the powers of provincial and federal governments in marriage</p> <p>discuss the legal aspects of engagement and breach of promise</p> <p>discuss the legal requirements of a marriage</p> <p>discuss grounds for annulment</p> <p>describe the legal rights and responsibilities of both parties during the marriage</p> <p>compare the relationship of a marriage contract to a regular contract</p>	Federal - marriage and divorce law, etc. Provincial - solemnization of marriage, etc.
Separation/Divorce	<p>distinguish between legal separation and divorce</p> <p>discuss a separation agreement</p> <p>discuss support obligations</p> <p>outline grounds for divorce</p> <p>outline the procedures involved in obtaining a divorce</p> <p>discuss legislation that relates to marriage</p>	provide necessities homestead rights criminal charges offer, acceptance, consideration, capacity, genuiness, legality alimony maintenance Matrimonial Property Act, R.S.A. 1980

TOPIC	LEARNING TASKS	TEACHING NOTES
Legal Rights of Children	<p>identify the legal rights of a child and the duties of parents</p> <p>describe the effect on a child when marital breakdown occurs</p> <p>discuss the law in relation to the crimes of children</p> <p>discuss how legislation protects the rights of children within the family unit</p>	<p>financial support registration of parentage education protection</p> <p>custody, guardianship, maintenance</p> <p>child of 1-12 years Young Offender's Act Family Court</p> <p>Child Welfare Act Criminal Code (abuse, abduction) School Act</p>
Wills and Estates	<p>evaluate the benefits of having a will</p> <p>identify the legal requirements for preparing a will</p> <p>distinguish between a solemn and holograph will</p> <p>assess the various methods of changing, revoking, or cancelling in a will</p> <p>describe the process of probating a will</p> <p>discuss the legal procedures to be followed in distributing property which is left intestate or is bequeathed</p>	<p>Holograph: in the maker's own handwriting</p> <p>Codicil: change to the original will</p> <p>role of executor</p> <p>Intestate Succession Act R.S.A. 1980</p> <p>intestate: without a will</p>

MODULE 4: BASIC RIGHTS AND RESPONSIBILITIES

Status: Core -- Law 30

Purpose: To examine an individual's basic legal rights and to assess the responsibilities these rights impose on the individual.

TOPIC	LEARNING TASKS	TEACHING NOTES
Rights and Responsibilities	<p>The student will:</p> <p>discuss the various definitions of civil rights</p> <p>explain the relationship which rights have to responsibility</p> <p>investigate the scope of the legal protection for special groups</p> <p>discuss circumstances in which civil rights can be withdrawn</p>	<p>a) Universal Charter of Rights b) Canadian Charter of Rights and Freedom c) Individual Rights Protection Act</p> <p>native peoples youth disadvantaged women immigrants</p> <p>War Measures Act marshall law, emergency measures</p>
Canadian Charter of Rights and Freedoms	review the major aspects of the Charter of Rights and Freedoms	<p>(Sections 2-33)</p> <p>political rights legal rights economic rights social rights</p>
Provincial Human Rights Legislation	<p>illustrate how provincial legislation differs from the Charter of Rights and Freedom</p> <p>outline the procedure for appealing to the Human Rights Commission</p>	Alberta Individual Rights Protection Act R.S.A. 1980
Student Rights	<p>describe the rights of students</p> <p>discuss the right to an education</p>	<p>School Act</p> <p>freedom of speech and assembly, dress regulations, locker search, and access to student records</p> <p>compulsory education exemptions, suspension, and expulsion</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Student Rights (cont'd)	<p>describe the various types of punishment acceptable within the school environment</p> <p>compare student's liability and the school's liability under a variety of circumstances</p> <p>discuss rights to information</p>	<p>accidents, negligence, vandalism</p> <p>students citizens government</p>
Remedies	<p>identify how citizens can protect their rights through federal, provincial and local governments</p>	<p>courts (civil/criminal) legal aid ombudsman Alberta Human Rights Commission consumer associations</p> <p>Analyze various cases based on discrimination with particular emphasis on recent legal decisions.</p>
Law Enforcement	<p>discuss the rights and responsibilities of the citizen in law enforcement</p>	<p>police powers of arrest, search, seizure duty to assist a police officer citizen's arrest</p>

MODULE 5: LABOUR LAW

Status: Core -- Law 30

Purpose: To examine the basic laws relating to employment, union organizations, and the collective bargaining process.

TOPIC	LEARNING TASKS	TEACHING NOTES												
Rights and Responsibilities	<p>The student will:</p> <p>distinguish between the rights and responsibilities of the employer and employee</p> <p>discuss the impact of anti-discrimination laws with respect to labor</p> <p>review employer liability to third parties</p>	<p>master and servant principal and agent independent contractor</p> <p>Individual's Rights Protection Act Charter of Rights and Freedoms Fair Employment Act</p> <p>affirmative action</p> <p>tort law</p>												
Labour Legislation	<p>examine the protection offered to non-unionized labour</p> <p>examine methods of providing financial support to unemployed workers</p>	<p>Employment Standards Act</p> <p>Workers' Compensation Act Unemployment Insurance Act Canada Pension Plan</p>												
Employment Contracts	<p>identify the elements of a legal contract between employer and employee</p> <p>identify the various types of contractual arrangements</p> <p>explain how a labour contract may be terminated</p> <p>describe various types of fringe benefits in the employment contract</p> <p>outline the remedies available for the wrongful dismissal of an employee</p>	<p><u>Employment Contract</u></p> <table> <tr> <td>Offer</td> <td>- to provide work</td> </tr> <tr> <td>Acceptance</td> <td>- of work</td> </tr> <tr> <td>Consideration</td> <td>- service/pay</td> </tr> <tr> <td>Capacity</td> <td>- to work</td> </tr> <tr> <td>Genuineness</td> <td>- no duress</td> </tr> <tr> <td>Legality</td> <td>- of the job</td> </tr> </table> <p>oral or written agreement union contract</p> <p>with notice without notice</p> <p>medical dental insurance retirement</p>	Offer	- to provide work	Acceptance	- of work	Consideration	- service/pay	Capacity	- to work	Genuineness	- no duress	Legality	- of the job
Offer	- to provide work													
Acceptance	- of work													
Consideration	- service/pay													
Capacity	- to work													
Genuineness	- no duress													
Legality	- of the job													

TOPIC	LEARNING TASKS	TEACHING NOTES
Unions	<p>investigate how a union is certified</p> <p>examine union membership</p> <p>contrast unionized and non-unionized labour with respect to:</p> <ol style="list-style-type: none"> 1. making proposals 2. bargaining 3. conciliation, mediation, arbitration 4. agreement 5. strike/lock-outs 6. grievance procedures 	<p>Labour Relations Act Alberta Labour Act</p> <p>open shop closed shop</p>

MODULE 6: PROPERTY LAW

Status: Core -- Law 30

Purpose: To study the laws related to renting or owning real property.

TOPIC	LEARNING TASKS	TEACHING NOTES
Ownership	<p>The student will:</p> <p>differentiate between real and personal property</p> <p>describe the system of land registration used in Alberta</p> <p>identify the types of tenancies</p> <p>investigate various forms of property ownership</p> <p>investigate rights of the property owner</p>	<p>Torrens System: land is described by lot, block and plan; land title is guaranteed through the government</p> <p>ultimate owner fee simple life estate leasehold estate easements restrictive covenants</p> <p>tenancy in common joint tenants land bank land trust</p> <p>water rights right to support right to game mineral rights air space quiet enjoyment</p>
Rental Agreements	<p>explain the basic principles of contract law that apply to rental agreements</p> <p>define classes of tenancy</p> <p>compare oral and written leases</p> <p>discuss rights and responsibilities of parties to a rental agreement</p>	<p>fixed term (lease), periodic, at will, at sufferance</p> <p>rent, rent increases, maintenance, assignment of lease, sublet, termination</p> <p>security, quiet enjoyment, privacy rent, deposits Landlord and Tenant Advisory Board Landlord and Tenant Act</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Buying, Building and Selling Real Property	<p>explain the procedures involved in listing a property for sale</p> <p>discuss elements included in an offer to purchase</p> <p>identify remedies available for breach of agreement</p> <p>outline the various searches necessary to investigate the purchase</p> <p>assess various methods of financing the purchase</p> <p>outline legal procedures involved in building a home</p> <p>investigate the rights and obligations of the mortgagee and mortgagor</p> <p>review the role of various professionals in buying, building and selling property</p> <p>compare the ownership of a condominium with that of freehold estate</p>	<p>multiple listing exclusive listing</p> <p>title, zoning, taxes, liens, etc.</p> <p>cash, mortgage government assistance rent-to-buy</p> <p>contracting help, liens, zoning</p> <p>foreclosure assignment prepayment specific performance</p> <p>real estate agent lawyers assessors</p>
Issues Concerning Real Property	<p>assess the implications of high interest rates on the costs of accommodation</p> <p>examine the government's role in the area of personal accommodation</p> <p>discuss marketing strategies that affect rental or purchase agreements</p>	<p>public housing low-cost housing tax benefits senior citizens</p> <p>one-month free rent trips, gifts</p>

MODULE 7: CRIMINAL JUSTICE SYSTEM

Status: Elective -- Law 20 or 30

Purpose: To examine the nature of a crime and the criminal justice system.

TOPIC	LEARNING TASKS	TEACHING NOTES
Criminal Justice System	<p>The student will:</p> <p>discuss the historical basis of criminal law and the criminal code</p> <p>identify various codified laws</p> <p>discuss the role of the attorney general, Department of Justice, solicitor general</p> <p>identify the jurisdiction of Alberta and federal courts</p>	Narcotic Control Act, Food & Drug Act
The Nature of a Crime	<p>define a crime</p> <p>describe the elements of "mens rea" and "actus reus"</p> <p>name the parties to a criminal offence and define their involvement</p> <p>recognize that attempt, conspiracy, or actual commission of a crime is an offence</p>	<p>act against the state</p> <p>principal offender abettor aider counsellor accessory after the fact</p>
Police	<p>describe the role of the police in our judicial system</p> <p>describe the powers of the police with respect to arrest, questioning, search and seizure, custody</p> <p>explain the right of "habeas corpus"</p> <p>identify the procedure for granting interim release</p>	<p>Remand Centre</p> <p>recognisance bail (surety)</p>
Specific Offences	identify and describe various selected offences and give the penalties for each	murder, manslaughter robbery, theft criminal negligence assault

TOPIC	LEARNING TASKS	TEACHING NOTES
Specific Offences (cont'd)	discuss sources of legal aid	Legal Aid Student Legal Service Lawyer Referral Service
Criminal Trials	distinguish between summary and indictable crimes discuss election and plea procedure outline the legal procedure for handling the various criminal offences from the commission of the offence to the trial explain the purpose of a preliminary hearing discuss plea bargaining discuss trial by judge or by jury describe how a jury is selected investigate how a trial is conducted discuss the adversary system	courtroom visit instructions to the jury, rules of evidence mock trial
Defences	identify and describe the various defences and their effect on sentencing	a) denial b) insanity c) drunkenness/drugs d) double jeopardy e) self-defence f) automatism g) necessity h) mistake/duress i) entrapment j) provocation
Punishment	analyse the relationship of the crime to the punishment administered discuss capital and corporal punishment describe the various types of sentences discuss "Royal Mercy"	a) protection/deterrence b) retribution c) segregation d) rehabilitation/recidivism jail a) jail/incarceration b) fines/fine option program c) probation d) conditional and absolute discharge e) community service work

TOPIC	LEARNING TASKS	TEACHING NOTES
Appeals	<p>describe the powers of appeal courts</p> <p>explain the function of the Supreme Court of Canada with respect to appeals</p>	a) support sentence b) increase sentence c) decrease sentence d) reverse decision e) order a re-trial
Correctional Institutions	<p>differentiate between federal penitentiaries and provincial jails</p> <p>explain the purpose of correctional institutions</p> <p>describe the reception procedure, privileges, discipline, and informal prisoner hierarchy</p> <p>recognize the control on prisoners' environment and lifestyle</p> <p>discuss alternatives to present prison systems</p>	Federal - 2 years and over Provincial - less than 2 years maximum security medium security minimum security John Howard Society
Parole	<p>contrast temporary absence program, parole, and mandatory supervision</p> <p>describe the factors which determine the granting of parole</p> <p>explain the process and implications of obtaining both parole and pardon</p> <p>describe the role of the National Parole Board in federal and provincial paroles</p>	attitude plans for future support system
After Care Agencies	<p>discuss the nature of after care agencies</p>	Howard House Grierson Seven Steps Elizabeth Fry Native Counselling AADAC
Youth and Crime	<p>discuss legislation related to young offenders</p> <p>explain the rights of youth for a breach of law</p>	Young Offenders Act penalties criminal records

MODULE 8: CONSUMER LAW

Status: Elective -- Law 20 or 30

Purpose: To investigate laws governing consumer transactions.

TOPIC	LEARNING TASKS	TEACHING NOTES
Protection of Consumers	<p>The student will:</p> <p>discuss legal protection of a consumer</p> <p>identify how consumer purchases relate to contract law</p> <p>identify consumer protection legislation</p>	<p>common law, statute law, contract law, government agencies</p> <p>a) offer and acceptance b) consideration c) capacity d) genuineness e) legal purpose</p> <p>Sale of Goods Act (R.S.A. 1980)</p>
Bailments	<p>recognize the various types of bailments</p> <p>distinguish between gratuitous and reward bailments</p> <p>describe the rights and responsibilities of bailors and bailees in specific situations</p>	<p>a) parking b) rental c) repair d) storage e) liens</p>
Buying and Selling	<p>compare and contrast the concepts of ownership and possession</p> <p>contrast conditions and warranties</p> <p>explain the importance of the Direct Sales Cancellation Act in Alberta</p>	<p>Sale of Goods Act (R.S.A. 1980) when ownership is transferred</p> <p>stated implied</p> <p>Direct Sales Cancellation Act (R.S.A. 1980)</p>
Forms of Security	<p>identify the various forms of security used by sellers to secure rights</p> <p>define chattel mortgages and describe the rights and responsibilities of the parties involved</p>	<p>chattel mortgage conditional sale agreements promissory notes</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Forms of Security (cont'd)	<p>discuss the role of the credit bureau in providing information on credit rating</p> <p>discuss the importance of maintaining a good credit rating</p>	
Regulatory Laws	<p>investigate one or more regulatory laws relating to consumption in Alberta and Canada</p> <p>explain the steps involved in declaring bankruptcy in Alberta</p>	Sales of Goods Act (Prov.) Direct Sale Cancellation Act (Prov.) Licencing Acts Unfair Trade Practices Act (Prov.) Combines Investigation Act (Fed.) Bankruptcy Act (Fed.) Food and Drug Act (Fed.) Packaging and Labelling Act (Prov.) Hazardous Products Act (Fed.) Weights and Measures Act (Fed.)
Helping Agencies	<p>investigate various agencies that assist the buyer and seller</p> <p>outline the steps to be taken in solving a consumer problem</p>	Department of Consumer and Corporate Affairs - Federal Department of Consumer and Corporate Affairs - Provincial Better Business Bureau consumer advocates

MODULE 9: TORT LAW

Status: Elective -- Law 20 or 30

Purpose: To develop an understanding of the fundamental principles of tort law.

TOPIC	LEARNING TASKS	TEACHING NOTES
Concept of Tort	<p>The student will:</p> <p>define the basic characteristics of a TORT</p> <p>discuss the purpose of tort law</p> <p>recognize that some torts are also crimes</p> <p>compare remedies for tort and criminal actions</p> <p>define parties involved in a tort action</p> <p>contrast the two types of torts</p> <p>discuss various liability levels</p>	<p>justice, compensation, appeasement, deterrence</p> <p>tortfeasor, plaintiff, defendant</p> <p>a) Intentional b) Unintentional</p> <p>strict liability, group negligence, voluntary assumption of risk, carelessness, contributory negligence</p>
Intentional Torts - Person	<p>discuss the three main types of intentional torts including the related defences and degrees of liability</p> <p>describe the various torts that may be committed against the person</p> <p>contrast assault and battery</p> <p>explain what constitutes false arrest and false imprisonment</p> <p>distinguish between "libel" and "slander"</p> <p>differentiate between absolute privilege, qualified privilege and fair comment</p>	<p>a) Trespass to land b) Trespass to goods c) Trespass to person</p> <p>a) Assault b) Battery c) False imprisonment d) Nervous suffering e) Advantageous Relationships f) Defamation of Character</p> <p>a) Assault - verbal b) Battery - physical</p> <p>Libel - written - permanent Slander - oral - spoken</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
<ul style="list-style-type: none"> - Goods - Land 	<p>compare conversion and detinue with respect to unauthorized appropriation of another's goods</p> <p>describe the law with regard to "found property"</p> <p>differentiate between the tort of trespass to land and the crime of trespass to land</p> <p>differentiate between actions that constitute "reasonable use of land" and activities that constitute nuisance</p> <p>differentiate between "public nuisance" and "private nuisance"</p> <p>describe the remedies available to persons injured through the tort of nuisance</p>	<p>Conversion - taking without intent to return Detinue - refusal to return</p> <p>Petty Trespass Act (R.S.A. 1980) School Act (R.S.A. 1980)</p> <p>injunction damages</p>
Unintentional Torts	<p>define negligence</p> <p>discuss various kinds of unintentional torts including the related defences and degrees of liability</p> <p>describe the elements of proof in negligence including the concepts of foreseeability and remoteness</p> <p>discuss various levels of liability</p> <p>distinguish between the duty of care an occupier of property must give to an invitee, licensee, and a trespasser;</p> <p>explain allurement regarding child trespassers and identify occupier's liability</p> <p>identify situations of vicarious liability</p> <p>illustrate how manufacturers can be liable for torts</p>	<p>Definition: doing or failing to do that which a reasonable man would do under like circumstances.</p> <p>vehicle, occupier, animals, manufacturers, medical, children</p> <p>a) duty of care b) standard of care c) loss d) proximate cause</p> <p>strict liability, gross negligence, voluntary assumption of risk, carelessness, contributory negligence</p> <p>Invitee - Fix Licensee - Warn Trespasser - None</p> <p>a) employers b) owners of automobiles c) parents d) partners</p> <p>Donoghue vs. Stevenson (1932)</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Remedies	<p>identify the types of remedies available</p> <p>identify the classifications of damages</p> <p>identify ways to satisfy uncollectible claims</p>	<p>injunction, damages, replevin</p> <p>a) general b) specific c) punitive d) nominal</p> <p>Uninsured Motor Vehicle Claims Fund claims on defendant's property</p>

MODULE 10: CONTROVERSIAL ISSUES

Status: Elective -- Law 20 or 30

Purpose: To review various contemporary controversial legal issues that affect the individual.

TOPIC	LEARNING TASKS	TEACHING NOTES
Idea or Subject	<p>The student will:</p> <p>define the concept</p>	<p>Methods of presentation could include:</p> <p>1) written and/or oral report(s)</p> <ul style="list-style-type: none"> - group - individual <p>2) debates</p> <p>3) mock trial</p>
Historical Perspective	<p>examine the historical implications and consequences and/or current theory in the subject</p>	
Current Law	<p>examine the law as presently upheld by society</p>	
Implications to Society	<p>identify the impact of changes to the law on society and the future</p> <p>compare the pros and cons of the major topic to society</p>	<p>field trips</p>
Topics	<p>a) Capital Punishment</p> <p>b) Gun Control</p> <p>c) Minority Rights</p> <p>d) Abortion</p> <p>e) Sexual Assault</p> <p>f) Euthanasia</p> <p>g) Child Abuse</p> <p>h) Legal Reform</p> <p>i) Pollution</p> <p>j) Freedom of Information</p> <p>k) Alternatives to Prison</p> <p>l) Compensation for Crime</p> <p>m) Right to Strike</p> <p>n) Pornography and Censorship</p> <p>o) Computer Crime</p> <p>p) Drug Abuse</p> <p>q) Organized Crime</p> <p>r) Prison Reform</p> <p>s) Alcohol Abuse</p> <p>t) Other</p>	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (i.e., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Law 20-30 Curriculum Implementation Manual for Teachers will include recommendations for the allocation of marks.

LEARNING RESOURCES

The BASIC learning resources are:

GIBSON, D.L. and MURPHY, T.G. All About Law: Exploring the Canadian Legal System. (Second Edition) Toronto: Wiley Publishers of Canada Ltd., 1984.

JENNINGS, W.H. and ZUBER, T.G. Canadian Law. (Third Edition) Toronto: McGraw-Hill Ryerson Ltd., 1979. (Fourth Edition Pending)

LIEPNER, M. Applying the Law. Toronto: McGraw-Hill Ryerson Ltd., 1981. (Second Edition Pending)

SPETZ, S.N. and SPETZ, G.S. Take Notice: An Introduction to Canadian Law. Toronto: Copp Clark Pitman Ltd., 1984.

The RECOMMENDED learning resources are:

MURPHY, T.G. and JARMAN, F.E. Student Workbook - All About Law: Exploring the Canadian Legal System. (Second Edition) Toronto: Wiley Publishers of Canada Ltd., 1984.

MURPHY, T.G. et al. Teacher's Manual - All About Law. Toronto: Wiley Publishers of Canada Ltd., 1984.

JENNINGS, W.H. and ZUBER, T.G. Student Learning Guide: A Workbook to Accompany Canadian Law. (Third Edition) Toronto: McGraw-Hill Ryerson Ltd., 1979. (Fourth Edition Pending)

JENNINGS, W.H. and ZUBER, T.G. Teacher's Key and Resource Book to Accompany Canadian Law. (Third Edition) Toronto: McGraw-Hill Ryerson Ltd., 1979. (Fourth Edition Pending)

LIEPNER, M. Casebook for Applying the Law. Toronto: McGraw-Hill Ryerson Ltd., 1981. (Second Edition Pending)

LIEPNER, M. Teacher's Manual and Key to Accompany Applying the Law. Toronto: McGraw-Hill Ryerson Ltd., 1981. (Second Edition Pending)

SPETZ, S.N. and SPETZ, G.S. Workbook - Take Notice: An Introduction to Canadian Law. Toronto: Copp Clark Pitman Ltd., 1984.

SPETZ, S.N. and SPETZ, G.S. Teacher's Manual - Take Notice: An Introduction to Canadian Law. Toronto: Copp Clark Pitman Ltd., 1984.

JARMAN, F.E. In Pursuit of Justice: Issues in Canadian Law. Toronto: Wiley Publishers of Canada, 1976.

PRATT, J.H. Juveniles and the Law. (A Student's Guide) Calgary, Alberta: The Alberta Educational Communications Department, 1985 (print component to tapes, "Juveniles and the Law", available from ACCESS)

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Law Subject Strand

Course Content	Applying the Law (Liepner)	Canadian Law (Jennings/Zuber)	Take Notice (Spetz)	All About Law (Gibson)
Module 1: Nature of Law and the Civil Law System				
a) Origin of Law	Chapters 1, 2, 3	Chapter 1	Chapter 1	Chapter 1
b) Rule of Law	Chapters 1, 2, 3	Chapter 1	Chapter 1	Chapter 1
c) Classification of Law	Chapter 3	Chapter 2	Chapter 1	Chapter 1
d) Changing Canadian Law	Chapter 3	Chapter 1	Chapters 2, 8	Chapters 2, 3
e) Canadian Courts	Chapter 3	Chapter 3	Chapter 2	Chapter 4
f) Remedies	Chapter 11	Chapter 4	-	Chapters 7, 10
g) Legal Procedure	Chapters 5, 7, 11	Chapters 2, 4	Chapter 13	Chapters 5,6,7,10
Module 2: Contract Law				
a) Nature of a Contract	Chapter 13	Chapter 8	Chapter 14	Chapter 13
b) Offer and Acceptance	Chapter 13	Chapter 9	Chapter 14	Chapter 13
c) Consideration	Chapter 13	Chapter 10	Chapter 15	Chapter 13
d) Legal Capacity	Chapter 14	Chapter 11	Chapter 15	Chapter 14
e) Genuineness of Consent	Chapter 14	Chapter 12	-	Chapter 14
f) Legal Purpose	Chapter 14	Chapter 13	Chapter 15	Chapter 14
g) Assignment of Rights and Obligations	-	Chapter 14	-	Chapter 15
h) Limitation of Actions	-	Chapter 15	-	Chapter 15
i) Discharge of Contract	Chapter 15	Chapters 16, 17	Chapter 15	Chapter 15
Module 3: Family Law				
a) The Family Unit in Law	Chapter 26	Chapter 6	Chapter 24	Chapter 25
b) Marriage/Annulment	Chapter 26	Chapter 6	Chapter 24	Chapters 23, 24
c) Separation/Divorce	Chapter 27	Chapter 6	Chapter 24	Chapter 24
d) Legal Rights of Children	Chapter 28	-	Chapter 25	Chapter 26
e) Wills and Estates	Chapter 29	Chapter 30	Chapter 25	Chapter 28
Module 4: Basic Rights and Responsibilities				
a) Rights and Responsibilities	Chapter 32	Chapter 5	Chapters 8, 9	Chapter 3
b) Canadian Charter of Rights and Freedoms	-	Chapter 5	Chapter 8	Chapter 3
c) Provincial Human Rights Legislation	-	-	Chapter 9	Chapter 3
d) Student Rights	-	-	-	-
e) Remedies	-	Chapter 5	Chapters 8, 9	Chapter 3
f) Law Enforcement	Chapter 8	-	Chapter 8	Chapter 5
Module 5: Labour Law				
a) Rights and Responsibilities	Chapter 21	Chapters 18, 19	Chapter 26	Chapters 21, 22
b) Labour Legislation	Chapters 20,22,24	-	Chapter 26	Chapter 21
c) Employment Contracts	Chapter 21	Chapters 18, 19	Chapter 26	Chapters 21, 22
d) Unions	Chapter 23	-	-	Chapter 21

Course Content	Applying the Law (Liepner)	Canadian Law (Jennings/Zuber)	Take Notice (Spetz)	All About Law (Gibson)
Module 6: Property Law				
a) Ownership b) Rental Agreements c) Buying, Building and Selling Real Property d) Issues in Acquiring Real Property	Chapter 25 Chapter 25 Chapter 25 -	Part 12, pp. 316-318 Chapter 29 Chapters 27, 28	Chapter 22 Chapter 23 Chapters 22, 23 -	Chapter 19 Chapter 20 Chapter 19 Chapter 19
Module 7: Criminal Justice System				
a) Criminal Justice System b) The Nature of a Crime c) Police d) Specific Offences e) Criminal Trials f) Defences g) Punishment h) Appeals i) Correctional Institutions j) Parole k) After Care Agencies l) Youth and Crime	Chapter 4 Chapter 4 Chapter 8 Chapter 10 Chapter 5 Chapter 6 Chapter 7 Chapter 7 Chapter 7 Chapter 7 -	- Chapter 2 - - Chapter 2 Chapter 2 - Chapter 12 -	Chapters 6, 7 Chapter 3 Chapter 8 Chapter 4 Chapter 6 Chapter 5 Chapter 7 Chapter 7 Chapter 7 Chapter 7 -	Chapter 4 Chapter 4 Chapter 5 Chapters 8, 9 Chapter 6 Chapter 6 Chapter 6 Chapter 7 Chapter 7 Chapter 7 Chapter 7 -
Module 8: Consumer Law				
a) Protection of Consumers b) Bailments c) Buying and Selling d) Forms of Security e) Regulatory Laws f) Helping Agencies	Chapter 17 Chapter 18 Chapter 16 Chapter 16 Chapters 16, 17 Chapter 17	Chapter 22 Chapter 23 Chapter 20 Chapter 21 Chapter 22 -	Chapters 20, 21 Chapter 16 Chapter 17 Chapter 18 Chapters 20, 21 -	Chapter 17 Chapter 18 Chapter 16 Chapter 16 Chapters 16, 17 Chapter 17
Module 9: Tort Law				
a) Concept of Tort b) Intentional Torts i) Person ii) Goods iii) Land c) Unintentional Torts d) Remedies	Chapters 11, 12 Chapter 12 Chapter 12 Chapter 12 Chapter 11	Chapter 4 Chapter 4 Chapter 4 Chapter 4 Chapter 4	Chapter 10 Chapter 10 Chapter 10 Chapters 10, 12 Chapter 11 Chapters 10,11,13	Chapter 10 Chapter 11 Chapter 11 Chapter 11 Chapter 12 Chapter 10
Module 10: Controversial Issues		Learning Resources to be identified by Instructor.		

Notes: 1. The basic resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to assist in teacher planning.

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